

EXCELLENCE THROUGH INNOVATION

2020

Five-Year Strategic Plan

DSU
DAKOTA STATE

Developed collectively by university stakeholders, *Excellence through Innovation 2020* functions as a strategic guide for our students, university, and community.



OUR PROCESS

Excellence through Innovation 2020 has been developed in consideration of DSU's:

- ▶ 133 year history starting as a Normal School and then becoming a comprehensive public institution with a wide variety of majors.
- ▶ Explicitly-defined legislative mission which integrates technology across the curriculum through unique degree options delivered by an outstanding and dedicated faculty and staff; and
- ▶ History of continuous improvement.

This strategic plan highlights our strengths, considers our challenges, honors our prior investments and achievements, and reflects widespread stakeholder involvement into the planning process.

DSU's primary assets lie in a growing reputation for excellence, the technology-enhanced quality programs we offer, and the students those programs attract. These qualities are enhanced through our committed faculty, staff, and administration. DSU's reputational capital is built on our technology-rich, discipline-focused educational programs. DSU meets the talent needs of both South Dakota and the surrounding region in cyber security, business, finance, K-12 education, digital arts, and healthcare sectors. We are committed to providing educational opportunities that empower our students to enrich their communities through innovative thought and action.

Grounded in a spirit of continuous improvement, the DSU community is committed to our students' success, our distinctive mission, and university-wide excellence. DSU is dedicated to the personal and professional development of a diverse campus community of students, faculty, and staff. The university contributes to an exceptionally welcoming and intentionally inclusive, accessible campus community, and inspires educational, personal, social, and professional achievement.

Excellence through Innovation 2020 is the result of a 20-month process that is notable for its grass-roots approach. On Wednesday, October 2, 2013, 259 DSU employees, students, and community members attended Listening Day to begin work on the university's new Strategic Plan. There were 26 groups, facilitated by DSU faculty and staff, who met to discuss campus values, marketing mission, and a university vision. Summaries and updates were dispersed to the campus community immediately. *Excellence through Innovation 2020* is grounded in the results from Listening Day and from subsequent and on-going campus unit planning activities and reviews.

Since being selected as the state's technology university in 1984, the DSU community has strived to create a culture and core curriculum that inspires students, faculty, and staff to be forward-thinking. Fostering true innovation and leadership requires a balance between the technology of the moment and the technology of the future. *Excellence through Innovation 2020* builds on previous strategic goals and places stronger emphasis on quality improvement, human resources, and community excellence. The plan recognizes the critical role played in having a diverse and inclusive community, both within the university and in its relationship to the region and the state.





OUR MISSION

DSU provides learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity.

OUR VISION

Building upon its distinctive mission, DSU will become:

- ▶ The university of choice for those seeking a student-centered institution that offers innovative programs grounded in teaching, research, technology, scholarship, and service excellence.
- ▶ An academic community that serves as an economic engine in local, national, and global markets.
- ▶ A campus recognized for its achievements in continuous quality improvement.



OUR VALUES

- ▶ Student Success.
- ▶ University-wide Excellence.
- ▶ Distinction in Teaching, Scholarship, and Service.
- ▶ Academic Freedom and Integrity.
- ▶ Diversity, Respect, and Inclusion.
- ▶ Continuous Improvement.
- ▶ Community, Collaboration, and Communication.
- ▶ Technology and Innovation inside and outside the classroom.

UNIVERSITY GOALS



Educate to Inspire:

Dedicated to Academic Quality and Excellence.



Grow to Thrive:

Dedicated to Student Access and Success.



Innovate to Transform:

Dedicated to Continuous Improvement.



Collaborate to Lead:

Dedicated to Internal and External Partnerships.

Educate to Inspire:

Dedicated to Academic Quality and Excellence.

DSU promotes active engagement in scholarship, teaching, and learning to prepare students to excel in their disciplines and be leaders in their communities.



Initiatives:

► Initiative 1: Offer innovative and robust academic programs that link to our mission.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Accredited academic programs	20	23	Programs that receive accreditation through state and national accrediting agencies.
Discipline-specific advisory boards	3	6	Formally-organized external advisory boards that provide input into the delivery of academic programs.

► Initiative 2: Advance inquiry, scholarship, research, and creative activity.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
University-recognized citations and publications, regional and national awards, conference activities, and field exhibits	Baseline set Fall 2015	Target set Fall 2015	Data collected through EndNote institutional repository service.
Grants/contracts awarded	\$2,094,768	\$2,304,244	Value of grants and contracts awarded through federal, state, local, and private agencies.
Proposals submitted	\$9,423,514	\$10,365,965	Value of proposals submitted through federal, state, local, and private agencies.
Annual grant and contract expenditures	\$4,002,828	\$6,000,000	All external grants and contracts expenditures by fiscal year.

► Initiative 3 : Provide opportunities for experiential learning within the curriculum.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Students involved in National Student Exchange program, international travel, and study abroad	12	27	DSU students participating in short- and long-term national and international travel experiences.
Student perception of reflective and integrative learning	First-year: 30.2 Senior: 33.0	First-year: 32.9 Senior: 36.7	Data collected through the National Survey for Student Engagement (NSSE).
Programs with an experiential learning component	80%	95%	Percentage of baccalaureate degrees that include an internship, practicum, capstone course, field experience or cooperative learning program.

► Initiative 4: Infuse innovative technology in the delivery of academic programs.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Student perception of the integration of technology into the curriculum	3.5	3.8	DSU-specific questions on IDEA faculty evaluation surveys aggregated on a 4-point scale.
Technology innovation committee established	No committee exists	Highly functioning committee	Committee created to provide faculty support in infusing innovative technology into the curriculum.

► Initiative 5: Support clear and defined learning outcomes to ensure that DSU graduates are competitive in their fields.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Major-field assessment plans	85%	100%	Assessment plans will utilize direct measures as prescribed by the Higher Learning Commission.
Alumni satisfaction with academic programs	77%	82%	Data collected from the DSU Alumni Surveys. Percentages represent a rank of excellent or above average.
Undergraduate placement rates	95%	96%	Information collected annually by the Office of Career Services as a part of the Graduate Outcome Data Report.

Grow to Thrive:

Dedicated to Student Access and Success.

By improving access and opportunity, DSU will enroll, retain, and graduate a larger, more diverse student body.



Initiatives:

► Initiative 1: Optimize undergraduate and graduate enrollment.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Incoming undergraduate full-time degree-seeking students	Freshmen: 269 Transfer: 119	Freshmen: 450 Transfer: 200	Includes full-time and incoming undergraduate students in the Fall semester.
On-campus undergraduate and graduate enrollment	UG: 1180 GR: 78	UG: 1850 GR: 90	On-campus enrollment consists of undergraduate and graduate full-time and part-time students.
Off-campus undergraduate and graduate enrollment	UG degree seeking: 600 UG non-degree seeking: 956 GR degree seeking: 186 GR non-degree seeking: 47	UG degree-seeking: 800 UG non-degree seeking: 960 GR degree-seeking: 200 GR non-degree-seeking: 60	Students in this category are not enrolled in a main campus course, and may be part-time or full-time students.
Undergraduate retention	65% Freshmen 71% Transfers	70% Freshmen 76% Transfers	Retention is based on the number of first-time, full-time, baccalaureate, degree-seeking freshmen as well as full-time transfers that begin Fall semester and return the following Fall semester.

► Initiative 2: Recruit a more diverse student, faculty, and staff population.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Diversity among graduate and undergraduate student populations	UG: Domestic ethnic diversity: 14% Female: 46% International: 1%	UG: Domestic ethnic diversity: 18% Female: 50% International: 2%	Diversity includes gender and ethnic diversity of full-time and part-time undergraduate and graduate students on campus and online. Ethnic diversity is defined as any student of color as well as international students.
	GR: Domestic ethnic diversity: 17% Female: 30% International: 27%	GR: Domestic ethnic diversity: 20% Female: 40% International: 30%	
Diversity of faculty and staff	Faculty: Domestic ethnic diversity: 6% Female: 38% International: 4%	Faculty: Domestic ethnic diversity: 8% Female: 40% International: 6%	Information collected through employee surveys and applications. Faculty and/or staff in these categories have self-identified their classifications.
	Staff: Domestic ethnic diversity: 4% Female: 66% International: 0%	Staff: Domestic ethnic diversity: 6% Female: 66% International: 2%	

► Initiative 3: Support a quality co-curricular educational experience.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Students' participation in out-of-classroom experiences	5.64	6.00	Based on data collected through the Student Satisfaction Inventory (SSI) on a 7.0 Likert scale.
Students involved in university-sponsored programs	Baseline set Fall 2015	Target set Fall 2015	Student involvement in recognized student organizations, athletics, theatre, and music.

► Initiative 4: Create a campus environment that supports student engagement and learning.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Comprehensive student success model developed, implemented, and evaluated	Develop in Fall 2015	Implemented and evaluated	The model will be developed by the Student Success Committee and endorsed by general faculty, student government, CSA Council, and Vice President's Council.
Learning Engagement Center established	No center on campus	Center constructed	A center that provides a centralized location for academic advising and tutoring.
Campus master plan implemented	Master plan developed	Construct the Beacom Institute, renovate residence halls, the Trojan Center, and East Hall, and upgrade classrooms	Construction or renovation of any facilities identified in the campus master plan.

Innovate to Transform:

Dedicated to Continuous Improvement.

Continuously enhance our academic programs, university facilities, student services, and campus technologies to become a more effective and efficient university.

Initiatives:

- ▶ Initiative 1: Focus on maximizing cost-effectiveness and supporting the development of new revenue sources to support the university's mission.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Additional revenue sources	0	5	Non-academic programs or services that generate new or additional revenue for the university.
Cost to deliver academic programs	Model initiated	Model developed and implemented	A model is developed that analyzes the revenue and costs of each academic program.
Total expenditures per credit hour	\$309 per credit hour	\$300 per credit hour	Metrics will be calculated utilizing academic and support services expenditures per credit hour.

- ▶ Initiative 2: Through continuous quality improvement, DSU will evaluate university-wide processes to promote a student-friendly environment.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
On-campus student satisfaction with service excellence	5.48	6.00	Noel-Levitz Student Satisfaction Inventory (SSI) nationally normed survey administered once every two years to on-campus undergraduate students; survey measured on a 7 point Likert scale.
Online student satisfaction with service excellence	Academic services: UG-5.55; GR-5.56 Instructional services: UG-5.51; GR-5.56 Enrollment services: UG-5.89; GR-5.79	Academic services: UG-6.0; GR-6.0 Instructional services: UG-6.0; GR-6.0 Enrollment services: UG-6.0; GR-6.0	Noel-Levitz Priorities Survey of Online Learners (PSOL) nationally normed survey administered once every two years to online undergraduate and graduate students; survey measured on a 7 point Likert scale.
Continuous Quality Improvement (CQI) campus projects	Quality Circles completed: 32 PIEDs completed: 11	Quality Circles completed: 42 PIEDs completed: 21	Annual count of projects endorsed by CQI Committee and, when applicable, Vice President's Council.
Faculty/staff trained in CQI	68%	80%	Percentage of new faculty and staff that have completed training on campus.

► Initiative 3: Create a campus culture that promotes transparent decision making, effective communication, and shared governance.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Faculty and staff satisfaction with communication, job satisfaction/support and shared governance	Communication: 54% Job satisfaction: 74% Shared governance: 64%	Communication: 65% Job satisfaction: 78% Shared governance: 70%	Satisfaction in each category is measured through the <i>Great Colleges to Work For</i> survey conducted every other year.
Overall satisfaction with workplace experience	63%	70%	Satisfaction is measured through overall score (comprised of 15 categories) in the <i>Great Colleges to Work For</i> survey.

► Initiative 4: Improve brand awareness regionally, nationally, and globally.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
University-wide publications	52	110	External publications including magazines, newsletters, press releases, and other materials not related to admissions.
Digital media viewed by external audiences	Twitter followers: 1338 Facebook likes: 2200 Website: 286,677 users	Twitter followers: 2000 Facebook likes: 3000 Website: 300,000 users	Visitors to website and followers on Facebook, Twitter, and other social media.



Collaborate to Lead:

Dedicated to External and Internal Partnerships.

By fostering collaborative relationships with internal and external stakeholders, DSU will expand educational opportunities for students.



Initiatives:

- ▶ Initiative 1: Develop a robust University Advancement program that increases resources for scholarships, facilities, and faculty/staff development.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Endowment assets	\$9,794,185	\$14,000,000	Value of endowment assets at the end of fiscal year.
Percentage of alumni giving	12%	14%	Metrics calculated by dividing number of alumni donors with number of alumni identified in database.
Annual giving	\$520,000	\$750,000	Annual giving will include dollars raised for scholarships and unrestricted funds. This category will not include any major gifts connected to facilities.

- ▶ Initiative 2: Expand industry, government, and K-12 partnerships to enhance the student educational experience.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Employers who work closely and regularly with the Office of Career Services	44	69	Employers who conduct interviews, attend career fairs, work with university staff to place students.
Collaborative arrangements and agreements between DSU and K-12 school districts	1	15	Formal agreements between DSU and K-12 school districts as part of the new yearlong experience.

► Initiative 3: Increase alumni involvement through university-wide programs that engage both current and former students.

Performance Indicator	Baseline: 2014	Target: 2020	Data Definition/Source
Alumni events sponsored	10	26	All alumni office-sponsored programs and events.
Alumni communication opportunities	43	78	Communication includes newsletters, emails, special occasion correspondence, and magazines.





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